DOCUMENT RESUME

ED 163 412 CS 004 519

AUTHOR Norton, Audree L.
TITLE Reaching Out to Develop the Creative Reading Potential of the Hearing Impaired in Community Colleges.
PUB DATE Mar 78
NOTE 9p.; Paper presented at the Annual Meeting of the Western College Reading Association (11th, Long Beach, California, March 16-19, 1978)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS College Programs; *Creative Reading; *Deaf Education; *Handicapped Students; *Hard of Hearing; Higher Education; *Reading Development; Reading Instruction; *Remedial Reading; Student Development

ABSTRACT

Hearing impaired students need the opportunity to develop their creative reading ability (the ability to acquire ideas and information through printed words, to apply them to personal problems, and to attempt to resolve those problems). Although many hearing impaired students have the intelligence to be successful readers, they have been discouraged by the attitudes of others toward their deafness. A hearing impaired program with small classes that encourages students to share their common problems and to develop skills in many areas can improve self-esteem and then permit the improvement of reading skills, comprehension, vocabulary, concentration, and memory. A program developed along these lines at Ohlone Community College in Fremont, California, has been shown to produce significant gains in the creative reading potentials of hearing impaired students. Students who have been successful in such a program may procede to regular classes with hearing students. (TJ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED163412

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Reaching Out to Develop the Creative Reading Potential of the Hearing Impaired in Community Colleges

A Presentation to the
Western College Reading Association
Long Beach, California

by
Audree L. Norton
Assoc. Prof.
of Center for the Hearing Impaired
Ohlone Community College
March 16, 1978

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Audree L. Norton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CS004519

I wish to speak to you, members of the Western College Reading Association, not as an instructor from Ohlone Community College, nor as a reading specialist, but as a believer in hearing impaired students, especially those born with creative reading potentials which remain unfulfilled. To paraphrase Portia, I come to you in defense of a cause -- the cause of hearing impaired students' creative reading potential. The obligation of our eduactional responsibility for the hearing impaired students is high, but it is not without hope.

To admit any hearing impaired students at a regular Community College is a serious undertaking in itself, but we must remember that this is an age of violence, anxiety, tension, and emotion; that this age calls for humanistic treatment, and that calls for awesome responsibility to educate the minds of both hearing and hearing impaired alike. In this crisis, let us focus on the creative reading potential of the hearing impaired.

Hearing impaired students are not achieving their potential in creative reading. This has been a neglected area. Creative reading potential is the ability to acquire ideas and information through printed words, to apply it to personal problems, and to attempt to resolve those problems. A creative reading potential is a learned skill. Too, it is conceived out of joyful relationship between two minds, that is, a reader and the writer. Hearing impaired students are students with various degrees of hearing loss and , for many, insufficient reading skills. Insufficient reading skills may be caused by emotional and social problems, thus their creative reading potentials are repressed.

Creative reading skills among successful hearing impaired readers, for the most part, have been developed at an early age by attentive parents or in rare case self taught. Many of these successful deaf readers are now educators, engineers, lawyers, printers, actors, Ph.d holders, government workers, computer programmers, businessmen, dentist, and poets. Attentiveness means caring and interest in developing creative reading potentials whereas undeveloped reading potentials create problematic readers. Community college tend to draw ~~this type of~~ problematic readers along with scant proficient readers. These problematic readers are frustated and hunger for the ability to express their ideas intelligently which may be gained through effective reading, writing, and communication skills. The hearing impaired students have many ideas, but they are often confused. The characteristics of these students are complusive, inattentive, withdrawing, or exhibit adverse behavior rather than reading, writing, and listening. If these students are stimulated and to discipline themselves, they will learn.

The hearing impaired students are as wise and alert -- wiser and more alert than we give them credit for. They feel they have the right to contribute something to society, not necessarily limited to hearing impaired, but, in a larger sense, to mankind. This is a world of many language and human beings; they all need to contribute. Divided we fall.

Another problem is the attitude toward their deafness. A stereotype term often used to identify the hearing impaired is "deaf mute." This term is trite, outdated, and insulting. I consider it nothing less than loss of freedom and an attempt at slavery by means of labeling. It makes hearing impaired students

feel awkward and ashamed. An ideal attitude toward the hearing impaired is a positive approach. For example, Florence Reynolds, who is currently Division Chairperson of the English Department at Ohlone College, once remarked that she viewed hearing impaired students no differently than hearing students. That is an element of beauty. It is humanistic view as well as respect for the right of an individual to be different. This attitude eventually enchances creative reading potentials.

As you know millions of apples have fallen from trees ever since the Garden of Eden, but it took one specific apple to hit Newton's head to discover the law of gravity. So, now we are looking for one apple that will enchance the creative reading potentials of the hearing impaired in regular community college classes. How can we help to develop their creative reading potentials? There is one specific apple I offer you with some hesitation because this apple is in an embryo stage along with the idea of admitting hearing impaired students to regular community colleges. However, the results of the pilot program at Ohlone Community College is convincing and encouraging.

The Center of Hearing Impaired was established to create a special educational curriculum, interpreter service, counseling ervice, career service, and congenial learning atmosphere for hearing impaired students. The program consists of 200 basic courses such as English, Math, Computer Science, Psychology, History, Chemistry, Speech, Consumer Education, Biology, Deaf Studies, and ..... It is staffed with five full time credentialed deaf faculty,

deaf counselor who is currently working on doctorate at University of California- Berkeley, a career coordinator, and two hearing faculty who are fluent in sign language. Our program is administrated by hearing impaired supervisor, Ron Burdett. The overall communication method is total communication, that is a combination of oral, Ameslan, and SEE. The enrollment averages 150 hearing impaired students, aged from 17 to 50.

The essence of our program are the following:

1. The Center of Hearing Impaired posseses a wealth of information on the hearing impaired which should be used as a resource for teachers who desire to understand the needs and problems of this particular group of people.
2. Students are encouraged to suggest ideas, to speak freely, to take stand on important social and political views, identify specific goals in life, to develop positive attitudes, and to stimulate imaginative thought.
3. Students are encouraged to develop and participate in various organizations, i.e. students body, basketball and so forth.
4. Students have ample opportunities to experience the value of social relationship with parents and friends.
5. Students recieve at least one hour personal counseling several times in one Quarter.
6. Students are encouraged to share common problems.

7. Deaf community leaders are invited to discuss their problems and successes.
8. Most classes are limited to 8 students.
9. Since students are encouraged to develop vocabulary, it is essential to develop specific signs for specific terms.
10. It is helpful if the teacher makes transparency copies of some of the pages from their textbook, in addition to a variety of visual aids. Leaving their
11. textbook to be studied at home is not always reliable.
11. Teachers should saturate the hearing impaired with information.
12. Students need to work on their rationale. Develop a basic pattern of problem and solution sequence for them to follow.
13. Students' perception need to be worked out.
14. Repetition is useful i assisting students to retain information.
15. Last of all, make them read, read, read, write, write, read and read.

As the hearing impaired students progress, they proceed from Center of Hearing IMpaired self-contained classes to regular classes with hearing students through the provision of trained interpreters who serve as the communication link between students and teachers. The Ohlone Community College offers a Reading Laboratory in connection with regular classes. Please, remember

successful mainstreaming of deaf students into our community colleges requires much more than the mere provision of sign language, interpreters, we must have those essentive support services including tutorial, notetaking, counseling (by a trained counselor for the deaf) and ideally a sufficient base of deaf students and teachers for social, cultural and role model successes.

The Reading Laboratory was developed to provide students with an opportuntiy to develop on an individual basis. The laboratory contains a wide variety of skill building materials for all levels of ability, remedial through advanced. The type of skill materials available in the laboratory program include reading rate, comphrension, spelling, vocabulary, concentration, and memory improving.

So far this program has shown to provide significant gains in creative reading potentials. Some deaf students transfer to Gallaudet College, National Technological Institute of the Deaf, California State University- Northridge, and others. Several students who enrolled from other facilities have commented the reading and writing techniques as compared with other colleges. The results of this study seem to support the use of CHI with gradual integration into regular classes with hearing students.

We not only observe the development of creative reading potentials of the hearing impaired, but what together we can do to help them achieve a useful place in society. In conclusion, let me illustrate with an anecdote from the life of one of foremost deaf actors, Joe Velez. When he first joined the National Theatre

of the Deaf, he was tormented by worry. It was his dependence on a person off stage to give him line cue and being denied the chance to do much interpretative reading. He was never given an opportunity to exercise these skills. The National Theatre of the Deaf ignored his plea and gave him a recitation of Lewis Carroll' "Jabberwacky." That heightened his anxiety. He spent hours trying to memorize the lines because he discovered that there would be no cue person. On the opening night he was acclaimed for his rol and afterwards he expressed his gratitude for being made to memorize on his own. Also, between performances his fellow actors discussed various books to the extent that Joe become totally intrigued with them and books become the love of his life. Sadly, he died of cancer three years ago and upon his death the Joe Velez Book Award was established to reward to hearing impaired readers throughput the nation.

Let us teach, -delight, and -motivate the hearing impaired students, to follow the example of Joe Velez. Only then will their creative reading potentials be fulfilled and for this they will be more effcetive citizens.